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Reading in the Language Arts : Curriculum Bulletin No. 12

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THE LANGUAGE ARTS PROGRAM

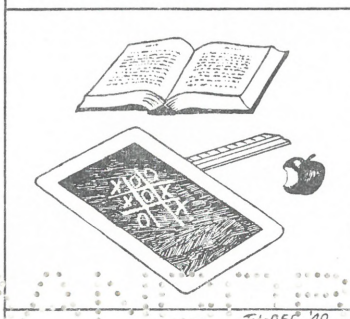
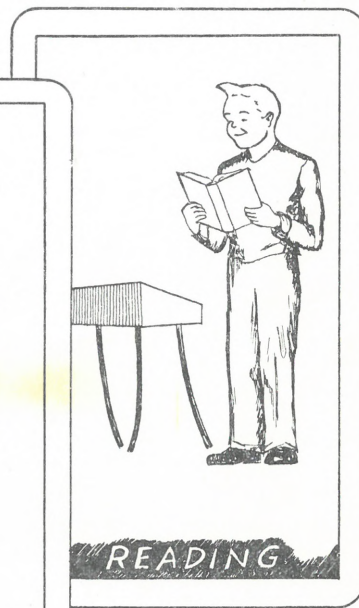


PLATE 49

READING IN THE LANGUAGE ARTS

SECTION I

Curriculum Bulletin No. 12

STATE DEPARTMENT OF EDUCATION

AUGUSTA, MAINE

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CONTENTS

	PAGE
FOREWORD	2
INTRODUCTION	3
I. CHECK LIST FOR EVALUATING THE READING PROGRAM IN THE LANGUAGE ARTS	4
II. PHASES OF THE READING PROGRAM	5
III. DEVELOPMENTAL AREAS	7
IV. TESTING AND GROUPING	11
Advantages of Grouping	11
Informal Grade Level Test	12
Informal Learning Rate Test	12
Record of Results	14
Group Work	14
Samples of Work Period Plans	16
Silent Reading Test	25
Word Analysis Test	25
Standardized Tests	26
V. BIBLIOGRAPHY	27

FOREWORD

The Language Arts program in Maine schools has received proportionately more attention than any other of the subject areas. This statement is particularly true when the reading phase alone is considered. However, much still remains to be done beyond the techniques of reading instruction. Creativity, no less important in language arts than in art itself; readiness for reading, with the corresponding meaning and understanding of skills necessary for growth; grouping, which offers opportunity for maximum attention to the individual—all these and many others are facets of language arts affecting children's progress in school and life situations.

The first section of Maine's Language Arts bulletin should be accepted as the beginning of a series of detailed guides. A general overview of phases in the reading program is followed by a resume of the developmental areas—readiness, initial instruction, rapid progress, wide reading, and refinement.

Part IV helps the teacher organize her reading program by making suggestions with respect to grouping; preparing and giving informal reading, silent reading, and word analysis tests; finding learning rate, and recording results. The purposeful use of standardized tests is also recommended.

Samples of work period plans for grades I, IV, and VII are included, which should be invaluable to teachers desirous of knowing how grouping may work in their particular situations.

A check list by which each teacher may judge the efficacy of her reading instruction is included. If the answer to these questions is honestly "Yes," then a good part of the reading section of the language arts bulletin will merely serve to encourage teachers to continue the good work.

Succeeding sections of the bulletin, besides enriching and refining the work herein described, will deal with other portions of the language arts field, including spelling, penmanship, and the study of English. This publication does not purport to cover the complete field of language arts. All could not be included for several reasons—lack of time necessary for preparation and the size of bulletin required for complete study being the most important.

The usual plan of inviting a committee of Maine teachers to assist in this work was followed. This group consists of Annette Brooks, Waldoboro; Julia Cox, Farmington; Marie Edwards, South Paris; Betty Hanson, Caribou; Lillian Keller, Rockland; Madolyn McIntyre, Bangor; Mollie Reynolds, Bar Harbor; Wayne Roberts, South Portland; Monda Rollins, Milo; and Mary Stevens, Vassalboro. James Connors of Kennebunk High School worked with the group, representing the point of view of a secondary school teacher of English. Mrs. Muriel M. Erskine, state elementary supervisor, acted as advisor for the group. Miss Marion Cooper assisted by editing and Miss Thelma Palmer prepared the material for publication. Acknowledgment is made to all these people, together with Commissioner Harland A. Ladd and Dr. William H. Burton, curriculum consultant, who gave valuable comment regarding procedure and advice as to content.

Pictures of school rooms are from Rockland and South Portland. Cover design and illustrations were done by Donald Flagg, Waldoboro.

HOWARD L. BOWEN

Associate Deputy Commissioner of Education

INTRODUCTION

Reading is an integral part of the entire language arts program, which includes also oral language, spelling, writing, and literature. In Part II of the *Forty-eighth Yearbook* of the National Society for the Study of Education, Arthur I. Gates makes the following statements regarding the relationship of reading to the other language arts and to the curriculum as a whole:

"The quality of reading interests, abilities, and habits developed in any school depends greatly upon the character of the total school curriculum and the way in which the reading instruction is integrated with it. A plan for instruction in reading must be based upon a sound theory of curriculum organization as well as upon valid principles of learning and child development. Reading must be coordinated with the total school program in the manner that enables it to make the greatest possible contribution to the fruitfulness of the curriculum as a whole and to secure the maximum, reciprocal benefits. The relationship of reading to the other language arts—oral language, literature, spelling, writing—is especially close, and these several phases of language must be organized as an integrated, mutually facilitating program."¹

Reading is not a simple, mechanical process nor merely an act of "thought-getting." It involves all types of thinking, imagining, reasoning, problem-solving, evaluating, judging, and analyzing. Before the reading act approaches completion, the child must use his reading in some practical way.

In order to carry out an effective program that will meet the pupils' reading interests and abilities, it is necessary that the material be ample in quantity, of good quality, wide in variety, and provide for a wide range of reading differences.

Schools not adequately supplied with suitable reading material may need to formulate a long-range plan and work toward recognized standards over a period of years. If these standards are to be reached, the school and community must plan and work together. For a better understanding of ways in which they can work together to discover community resources, aims, and ambitions, see *A Forward Step*,² Chapter VI.

¹ National Society for the Study of Education, *Reading in the Elementary School*, Forty-eighth Yearbook, Part II. Chicago: University of Chicago Press, 1949.

² Maine State Department of Education, *A Forward Step*, Curriculum Bulletin No. 7. Augusta: The Department, 1948.

I. CHECK LIST FOR EVALUATING THE READING PROGRAM IN THE LANGUAGE ARTS

It is recommended that before this bulletin is read each teacher rate her reading program in the light of the following check list. If she can say "Yes" to all of these questions, she probably has no need to read the following pages.

Does the program meet the child where he is with respect to abilities and interests?

Does it develop desirable attitudes, effective habits and skills?

Does it guide the child toward greater abilities and richer interests?

Does it make provision for the right kind of practice by providing rich and varied experiences?

YES? Is the program providing audience situations to encourage purposeful oral reading?

Is the program such that remedial and corrective reading problems are greatly reduced?

Does it foster permanent interests in reading as a leisure activity through an enriched curriculum based on pupil interests?

Does it use reading as a tool for interpreting factual material arising in content subjects?

Does the program enable children to communicate effectively in the social studies and other classroom activities?

Does it increase growth in the ability to evaluate and select material for independent reading?

Does it make reading a developmental process and give systematic instruction at each level?

Does the program provide for a constantly growing library of the best children's books?

Does the program utilize reading as an integrative part of the language arts in the life experiences of the child?

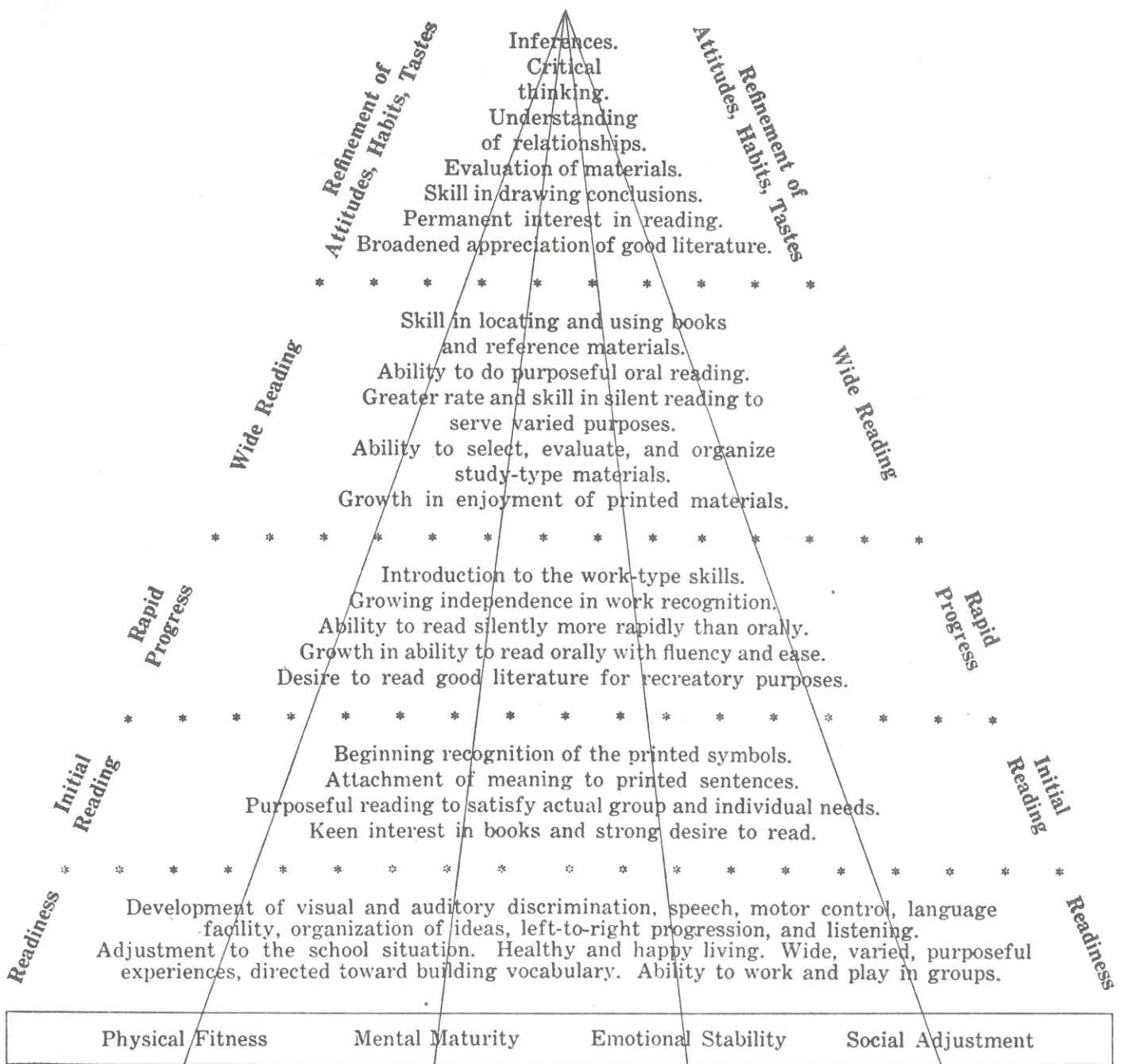
II. PHASES OF THE READING PROGRAM IN THE DEVELOPMENTAL PROCESS

**DOWN
TO
EARTH** Pupil experiences in reading should include three phases. The basic phase develops the abilities to attack all types of reading. This step involves word analysis, meaning, and all kinds of thought-getting experiences. The pupil should constantly use the newly acquired skills in real situations, and maintain by frequent application those previously learned, even while mastering the higher skills.

**ALL
AROUND** In the curricular phase (work-study reading) the child *uses* the skills and abilities to interpret his other subjects.

**JUST
FOR
FUN** Recreational reading involves experiences which may be engaged in just for pleasure. An over-emphasis on the basic skills oftentimes leads to the neglect of leisure-type reading. This reading may be made a part of the classroom experiences.

Time devoted to the various phases would depend upon the need; no one phase, however, should be out-balanced by the others. It is only by a systematically developed, integrated whole that a complete and well-balanced reading program is possible.



PYRAMID OF GROWTH

III. THE DEVELOPMENTAL AREAS

Since each child as an individual develops physically, socially, emotionally, and mentally at his own rate, it is impossible to say what each child should be acquiring at a certain age or time. A developmental program of skills is not one that provides for poor readers only, but one that provides for all children to progress from any level of achievement to any goal within their capacities. The teacher should think of achievement in terms of developmental areas which may extend through a half year, a year, two years, or longer.

Teaching should not be done accidentally or incidentally but rather by a systematic plan of taking each child step by step from where he is and continuing his skill development to the extent of his learning capacity. Previously learned skills should be maintained constantly through frequent application while the learning of the higher skills is taking place.

A stage in reading development may have characteristics and functions of its own but it is only a part of the many continuous growth areas in reading, blocked for convenience.

Instead of being expected to complete a separate and sharply defined grade with standards of achievement fixed at the end of each year, pupils should progress continuously through the various developmental levels. Teachers should not assume that the skills taught in one grade are fixed for all time, nor that a child promoted from a third grade has acquired all the skills generally accepted at that level. While the skills of the primary grades are maintained constantly, those of grades four, five and six may be introduced and developed through intensive practice.

Continuity should be established with the next grade level at the opening of the term to insure steady progress. Although not all pupils are expected to have reached the same level at the end of the year, they move steadily ahead without having to repeat work that was too difficult and unsuitable in the first place. Every effort should be made to keep the child moving ahead even though sometimes he may be slow and his progress seemingly slight.

Areas of the Pyramid of Growth (page 6) are:

Readiness

Initial Instruction

Rapid Progress

Wide Reading

Refinement of Attitudes, Habits, and Tastes

READINESS AREA (From birth to five, six, seven, or even eight years of age)

The beginning area is a complex one composed of general growth and development in such specific features as physical change in the structure of the eye, and the attainment of social adequacy. It is an area during which the teacher guides the child both socially and emotionally for readiness in reading and in other school experiences. Through a planned program of wide, varied, and purposeful experiences, an environment is created which nourishes growth, achievement, and the determination to work toward specific goals. Although maturation cannot be forced, an enriched environment provides a setting in which growth may take place naturally. For more specific help, read *Our Little Folks*,³ page 79; also, the next sectional bulletin on



READY Reading (to be published later).

INITIAL INSTRUCTION AREA

Children indicate readiness for initial instruction in reading through keen interest in books, desire and need for finding information through reading, and curiosity about printed symbols. During the initial period the pupils learn to recognize a limited number of words and to get meaning from printed material. Reading at this level is generally slow. Various word recognition techniques are introduced. These include picture clues, context clues, general configuration of words, structural analysis, and phonetic analysis. The main purpose of reading should be to make meaningful application of the materials read, and not just to recognize words. As the child's ideas mature, his information increases and a larger vocabulary develops.



ON MARK

Both oral and silent reading have a real place in life activities, beginning with the initial reading area and continuing through adulthood.

RAPID PROGRESS IN READING



GET SET

In this area children develop independence in reading, take pride in their growing skills, and desire to read all kinds of material. Reading matter should be varied, generous, and wisely selected so that children may broaden their experiences.

Since basic habits, whether good or bad, become permanent, the teacher must take great care to guide the children in the right direction. If children are pushed too hard or given work too difficult, failure and frustration may result. During the latter part of this period, while the children still continue to use the skills of the initial reading stages, the habits of primary reading must be broadened and the learner guided into more mature ways of reading.

This area is emphasized as one of rapid growth in fundamental attitudes, habits, and skills upon which effective silent and oral reading are based. Pupils will differ widely in these abilities: interpreting material intelligently; reading silently with increased speed; and reading aloud accurately, fluently, and pleasingly to an audience. The child will continue to use

³ Maine State Department of Education, *Our Little Folks*, Curriculum Bulletin No. 5. Augusta: The Department, 1946.

reading as a tool for learning in school life activities which include: reading for information, detail, solving problems; collecting, remembering, and reporting information; using reference sources; and becoming acquainted with good literature for purposes of recreation. A diversified reading program is essential to meet the wide variation of reading levels. Provisions must be made for work which can be done with the teacher's help, independently, and under pupil-teacher leadership. (See section on testing and grouping, page 11.)

AREA OF WIDE READING

Levels of interest and abilities must be considered in the Area of Wide Reading, and provision made to adjust the work to the individual or groups of individuals.



GO

This area is one in which the child must obtain broad information by rich and varied experiences in all fields of study and activity. Special training in habits necessary for reading and studying of content subjects must be given.

Instruction in reading is not limited to the primary years. At the intermediate level the child must acquire new skills as difficult and important as those learned previously.

Development should show

1. Power to think more actively.
2. Rapid growth in habits of intelligent interpretation.
3. Greater rate and skill in silent reading.
4. Progress in habits of effective oral reading.
5. Skill in using books, libraries, and reference materials.
6. Development of lasting interests in reading of many types of worthwhile materials.

AREA OF REFINEMENT OF ATTITUDES, HABITS AND TASTES



**KEEP
IT UP**

This area involves exactly what the name implies. All of the skills and abilities taught during the preceding areas are refined in this last area which extends through adulthood. The mechanics of reading have long since become automatic for most boys and girls. There are, however, in every class some individuals who will *still* need help with the basic operations of reading. Habits for effective reading will have been established, while the more complex activities of understanding relationships, making inferences, thinking critically, evaluating material, and drawing conclusions are ready for the refinement process.

Basal instruction should be maintained for those individuals who still have need for systematic help, who have not yet shown readiness for learning the more complex study skills, and therefore need a carefully controlled program.

In the junior high school, the curriculum widens so greatly that there is limitless opportunity for applying and using the skills and abilities presented in the Area of Wide Reading. Through this constant practice and practical application of the acquired techniques, refinement and polishing take place.

Likewise, taste and good judgment in the selection of material for leisure reading should continue to mature under careful guidance. Habits of wise selection of books and genuine interest in reading as a satisfying leisure-time activity will become firmly established. The habit of reading widely for relaxation and enjoyment must become fixed permanently during this period because it is the last opportunity for many boys and girls to secure direction in their choice of reading matter.

Customarily, the junior high school reading program has been limited to an appreciation of literature with stress on selected excerpts from the classics. Although this is a noteworthy goal, it is doubtful whether all junior high age boys and girls have acquired the background necessary for genuine enjoyment of the required selections. Distaste for reading and definite lack of interest in pursuing it as an enjoyable pastime often result.

In this field, as in all others, we must start with the individual where he is in the light of his background and his special tastes and needs, and help him grow in appreciation from that point. A tendency to limit the scope of literature programs and to impose seemingly "high-brow" material upon a confounded audience may do irreparable damage. The goal should be to lift the appreciational level of children, carefully and on an individual basis. An extensive rather than an intensive program is the logical answer to this problem. With a large amount of material geared to many levels and a wide range of interests and reading abilities within a class, a teacher can and should tailor the program to suit the situation. A room library of forty library books (at least one for each pupil) is much to be preferred to a common set of readers.

IV. TESTING AND GROUPING

The goal of public schools should be to build the foundation of good citizenship and not merely to develop skills in school subjects.

Advantages of Grouping

Grouping makes it possible for each child to succeed on his own level of ability and maturity.

Differences among children may be understood and capitalized upon.

Grouping allows the child to work to capacity by providing for effective instruction adjusted to his individual needs.

JUST Rapid improvement is secured through the use of materials well suited to the reading
A levels of the pupils, hard enough to challenge but easy enough to secure some measure
MUST of success.

Grouping adjusts the learning load to the child's capacity. In a group, the slow-learner gains confidence and self-respect from successful work. He is not embarrassed by comparisons between his work and that of his classmates.

Ability grouping allows an opportunity for the child who learns at a rapid rate to make steady progress. He is not held to the tiresome exercises of the lower level.

Grouping according to common needs encourages attention and helps to overcome disciplinary problems.

Grouping allows adjustment of interest level as well as the achievement level. Materials of different types with varying degrees of difficulty may be used more effectively.

Small group work furnishes an opportunity for development of social habits, including self-control, cooperation, and leadership.

Small groups give greater opportunity for more children to participate in discussions and oral reading, to use material gained in independent reading, and to practice for the correction of reading difficulties.

Grouping provides for the wide range of reading ability in each classroom and permits the teacher to individualize instruction, at least to the extent of small group work to meet the needs of all the children.

Grouping allows the teacher to start with the child where he is. It develops confidence, makes improvement possible, and avoids blocks in learning.

Nothing can replace a teacher's careful analysis as she studies her pupils at work and play. Small groups in a classroom provide the best way of meeting individual differences. A study of a pupil's social and educational background helps the teacher to understand and to develop interests through group work. (See *The Good School*,⁴ pp. 10-12, "Understanding the Child"; pp. 20-24, "Understanding the Community.")

INFORMAL GRADE LEVEL TEST

Each child should be tested individually to find his instructional reading level.

The teacher selects a set of supplementary basal readers. It is necessary to use books of a five level range—two levels below and two levels above the grade with which the child is working. In exceptional cases, books of a wider range may have to be used. The teacher chooses from each book two sections of one hundred words each, one near the beginning and one near the end. The teacher makes from three to five simple thought questions over each selection used for testing. Answers should not require exact words in the books or "Yes" and "No" responses. Questions should be worded to fit the learner's level and should follow the sequence of the story.

Each child should read material at various levels, beginning a year or two below his grade. *The child's instructional level is recognized when he misses not more than one word in twenty in running discourse.* In oral reading if a child hesitates more than five seconds over a word, it should be pronounced for him.

While the teacher is working with one child, administering the grade-level test, the remainder of the class can be carrying on the regularly well planned work-type or recreatory lessons organized for pupil-leadership, or may be working individually or in pairs on practice-type material designed to strengthen needed skills.

When the instructional level is found, comprehension should be checked by asking questions over that section. It must be kept in mind that the basal level is the highest level at which a child can read independently with complete understanding. Therefore, recreational reading should be at the basal level. The highest level at which a child can read satisfactorily with teacher guidance is called the instructional reading level. Both basal and instructional level must be considered carefully when a balanced program for small group work is planned.

INFORMAL LEARNING RATE TEST

The learning rate may be used in all elementary testing to find the number of words a child is capable of learning in a day. The words should be two years above the instructional level at which the child is working. At the first grade level, not more than eight words should be used. Above the first grade, ten words will suffice. The selection of words may be taken from a variety of stories in any good basic reading series.

⁴ Maine State Department of Education, *The Good School*, Curriculum Bulletin No. 8. Augusta: The Department, 1948.

A learning rate test on any level should include words from each of the following categories:

Long words

Short words

Colorful words—easy to enrich

Abstract words—difficult to enrich

Phonetic words

Non-phonetic words

The following columns are examples of words which may be used in administering informal learning rate tests at the levels designated:

Grade II	Grade III	Grade IV	Grade V
furniture	pedestrian	performance	sculptor
patiently	opposite	announcement	cooperative
thermometer	temperature	accomplished	barometer
comfortable	weather bureau	photographs	annihilates
pretended	insulation	civilization	corps
disobedient	description	audience	luscious
gingerbread	frequently	neighborhood	prescription
whistle	courtesy	entertainment	recruit
gnawing	delicious	corridor	amateur
liquid	vehicle	ambulance	domestication

The initial presentation of the words may be completed with a group of eight pupils in about twenty minutes. This should be done soon after school begins in the morning. Each word must be enriched through a discussion of all its meanings and through illustrations. The word form written on the board is also emphasized. As new words are introduced, review is given to previous ones by saying, "Find —," or "Frame —." The twenty-minute period may be divided into a ten-minute enrichment section and a ten-minute drill period.

One hour after the initial presentation, the teacher should test each pupil individually with all the words, this time printed on cards. If a child hesitates for more than five seconds on any word, it is recorded as unknown and pronounced for him. The individual testing should be repeated at noontime and results recorded. The final test is given at the close of the

afternoon session. The child's learning rate is the number of words retained at that last testing time. The score chart for an individual might read:

Number of Words	Number of Words	Number of Words
Morning test, an hour after presentation	Noon test	Close of afternoon session
8	6	4 = Learning rate

**KEEP
A
RECORD** The results of periodic informal tests help the teacher in planning for group and individual needs. They give information which enables the teacher to make adjustments in the groupings and to provide a means by which the next area of work may be carried out. The following chart is illustrative of the type used to record findings so that the teacher can see at a quick glance some of the needs.

Name																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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In a class of twenty-five or thirty pupils, there will be a minimum of three groups. However, in some classroom situations, there are thirty-five or forty children in each grade. In cases like these, the number of groups will vary according to the teacher's experience, the range of children's abilities, and the interests, needs, and social maturity of the class. Thus, the number of groups may range from three to five at any grade level.

In the case of two or more grades in a room, it is necessary to cross grade lines in setting up groups in order to meet the needs of all the children.

There will always be children within each classroom situation who will be ready for the same skills at about the same time. The number of groups each day will depend much upon

the nature of the work. There might be a need for five groups one day and three the next day. However, material used in any group for study skills must be on the vocabulary level of the child lowest in instructional reading.

In any set-up, pupils should be allowed to progress as rapidly as they can, with group placement adjusted as progress or lack of it is shown. Each group should advance at its own rate. If, in time, some children excel or others progress more slowly, adjustment should be made by shifting the children from group to group as improvement or lack of it is observed.

DON'T In this plan there is no isolated spot for the so-called retarded reader. He **FORGET** takes his place in the group at his level. Becoming a well-adjusted individual, **HIM** he progresses as speedily as his ability and capacity allow.

After the formation of groups as a result of individual testing, it will be necessary for the teacher to find the books on the different group levels. Most of the teachers' manuals which accompany the basal series are invaluable as guides.

Handling small groups requires *superior class management, carefully planned*
ON *work for pupils and with pupils who are not under the immediate supervision of*
YOUR *the teacher, and time for carefully planned pupil-teacher evaluation of work accom-*
TOES *plished by each group.*

Group work under pupil-leaders is worthwhile. However, unless the teacher is entirely familiar with grouping and has the organization well in hand, she would be wiser to begin gradually with a group of six or eight good readers, since bright pupils usually learn the art of self-direction quickly. For the first attempt a member of the group **LET** may, by private instruction from the teacher, be trained as a pupil-leader. All direc- **THEM** tions should be explained carefully, and those prepared for the pupil-leader should be **HELP** written in simple language. First efforts are easily handled if the work consists of skill games and exercises previously taught by the teacher. At all times the difficulty of the work needs to be checked carefully, since groups working without the teacher cannot be expected to do work which should be taught by the teacher. The group, as well as the leader, has to be prepared for such work. It may be necessary for children and teacher to draw up some work standards to be printed on large paper and posted in the room for reference. A chart might read as follows:

1. Remember to talk in a soft voice.
2. Be sure to await your turn in speaking.
3. Move quietly around the room when getting materials.
4. Help your group to accomplish what you had planned.

WEIGH In time, each child in the group should have an opportunity to take his turn
AND as leader. The importance of constant teacher-pupil evaluation cannot be over-
MEASURE emphasized.

SAMPLES OF WORK PERIOD PLANS

EXPLANATION OF SAMPLE WORK PERIOD PLANS FOR A FIRST GRADE

The entire block on pages 17, 18, 19 is devoted to reading in the language arts program. Reading is made purposeful because it is an outgrowth of social studies in many instances.

The children in this hypothetical situation typify the range at a first grade level. There are children on a reading readiness level (Group I), in the beginning initial area (Group III, using pre-primers), and some actually are well established in the initial area (Group II, using the primer). The teacher and pupils plan their work at the beginning of the block of time so that each child knows exactly what he is going to be doing. It can be noted that the designating Roman numeral is not indicative of the ability of a group. The name of a child working in a particular group is sufficient to indicate the group rather than speaking of "Division 1, 2, or 3."

The block is divided into three apparently equal time sections but on any day when the occasion demands, the teacher may increase or decrease the time in any one of the three sections. Thus, flexibility prevails. The teacher usually spends one-third of the block's time with each group. This is indicated by the asterisk. As the teacher needs to, she may move from one group to another for brief periods of time within any teaching section.

The lesson planning should provide for great variety to meet the varying needs of the children. In the following plans, one can note silent and oral reading in a primer lesson, work-type reading of workbook material, recreatory reading of teacher-made materials, experience chart construction, and association of ideas. Provision is made for close relationship between social studies and reading and for purposeful activities engaged in individually and in small groups.

Caution: It is imperative that the teacher and pupils evaluate their work at the end of each block.

SAMPLE WORK PERIOD PLANS FOR A FIRST GRADE

January A. M.

* Teacher-guided

Group II*—Initial Area

Typical Primer Lesson

I. Preliminary development

- A. Presenting new words
- B. Checking presentation

II. Reading

- A. Guided
 - 1. Silent
 - 2. Oral

B. Re-reading

III. Related practice

Teacher uses basal manual as guide.

Group II

Workbook

Draw a line from each question to correct answer.

What do you see? I have a boat.
 What do you have? I like apples.
 What do you like? I see Jim.

Purpose: To develop the ability to read questions and anticipate the answers.

Group III—Beginning of Initial Area

Follow-up of Social Studies

Children are drawing and painting at easels, illustrating the work they do in their homes on certain days of the week. Teacher and pupils will decide upon labels to be used for each.

Group III*

Discussion

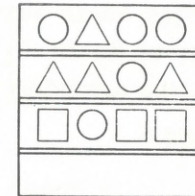
Talk about pictures which have been collected by the teacher. Each picture is designed to enrich the vocabulary of the children and to review the concepts used in the next section of the pre-primer.

Purpose: To introduce the next topic in the pre-primer.

(Continued on page 18)

Group I—Readiness Area

(These children have not started formal reading.)



Supply each child in a reading readiness group with a desk-sized pocket chart and box containing many like and unlike objects or symbols. The children are to put 3 like objects and 1 that is different in each row. Children work in pairs and check each other.

Group I

Association of Ideas

Children are making or finding pictures of different rooms in a house as an outgrowth of a previous excursion to a newly constructed house.

Purpose: To enrich and extend ideas gained from excursion, as background for later chart work.

SAMPLE WORK PERIOD PLANS FOR A FIRST GRADE

January A. M.

* Teacher-guided

(Continued from page 17)

Group II

Reading Together

Each child reads from his own book, made by the teacher, based on her knowledge of his individual interests, needs, and vocabulary abilities. Children later take turns reading to each other.

Purpose: To encourage independent pleasurable reading for leisure time.

Group II

Dramatization

Plan dramatization of previously read story.

Purpose: To develop ideas in sequence; to develop ability to plan and execute ideas in a group situation.

Group III

Workbook

it	who	Circle each word in
me	when	column like the first
at	will	one.
it	what	
to	who	Purpose: To test the
of	why	ability to identify
it	who	matching words.

January P. M.

Group III*

Pre-primer

Discussion of two or three pictures in the "Big Book."

Development of vocabulary, natural outgrowth of discussion.

If preparation is adequate, children read the sentences under the pictures in the "Big Book."

Purpose: To make further preparation for reading the pre-primer.

(Continued on page 19)

Group I*

Experience Chart

Discuss excursion of previous day.

Children dictate sentences to the teacher, who writes them on the board.

Purpose: To introduce left-to-right progression; to develop ability to use correct sentence formation; to create interest in reading.

Group I

Experience Chart

Duplicate charts made of story composed by group in the morning. A member of the group acts as leader.

The New House

We saw a new house.

The kitchen has four windows.

The dining room is going to be blue.

The living room has a fireplace.

We liked the playroom best of all.

Purpose: To match like sentences, phrases, words; to follow through; to attach meaning to symbols.

SAMPLE WORK PERIOD PLANS FOR A FIRST GRADE

January P. M.

* Teacher-guided

(Continued from page 18)

Group II*

Dramatization

Children entertain the teacher with the completed dramatization. Teacher administers informal word recognition test to determine the vocabulary needs of the group.

Purpose: To evaluate ability to work together; to check word recognition.

Group II

Library

Children select favorite library book. Some may help others or read to each other if they want to.

Purpose: To increase enjoyment of reading.

Group III

Puzzles and Follow-up

Envelopes distributed in which there are picture puzzles to be put together. Children work separately at first. When puzzles are finished, each child shows his completed work and tells the group a story about it.

Purpose: To develop association, visual discrimination, and language ability.

Group III

Color Booklets

Working together on a color booklet, finding appropriate pictures and putting them on the correct pages.

Purpose: To give children opportunity to work together; to reinforce recognition of color names.

Group I

Language Development

Children are given envelopes which contain pictures to be arranged in sequence. Children work in pairs, arranging pictures independently and telling the entire story.

Purpose: To follow through sequence of ideas; to increase language ability.

Group I*

Auditory Discrimination

Teacher listens to two of the stories prepared during previous period.

Teacher says incomplete rhymes to be finished by children.

Pictures used on flannelboard for matching rhyming words.

Original rhymes made.

Purpose: To develop ability to hear likenesses and differences in sound; to promote better pronunciation.

EXPLANATION OF SAMPLE WORK PERIOD PLANS FOR A FOURTH GRADE

The following sample work period plans (pages 21, 22) are designed for a fourth grade class having a range which includes the beginning of the rapid progress area (Group IV, composed of two boys working with an easy second grade reader), a group nearing the end of the rapid progress area (Group I, using third grade reader material), a group at the beginning of the wide reading area (Group III), and a group well along in the area of wide reading (Group II).

At this level the budgeting of time will depend upon the material taught and the extent of the problem. Probably Group II will work the entire block on one problem, while the other groups work on two or three different problems.

The teacher spends time with three of the four groups (indicated by the asterisk). On another day provision must be made for teacher-guided work with Group II. At times groups may be combined or individuals from one group may participate with children in another section. Notice the "visitor" in Group IV.

Since variety in types of work is essential, this plan includes: library or recreational reading; work-type reading consisting of getting main ideas, learning about the index, and outlining material for reports; practice or vocabulary development lessons; oral reading in a real audience situation, and the basic reading lesson involving both silent and oral reading.

Pupil leaders can assume real responsibility at this level and each child should have opportunities to act as leader.

Much of the social studies work in this area creates the need for teaching and practice of study skills and gives opportunity for much social interaction.

In Groups III and I the teacher has planned definite work as an outgrowth of her presentation of new material.

At this level, teacher-pupil evaluating, which is most essential, may come at the end of the block of time or whenever needed during the work on a particular problem.

SAMPLE WORK PERIOD PLANS FOR A FOURTH GRADE

*Teacher-guided

January (Reading Block for one day)

Group II—Area of Wide Reading

Preparing for Social Studies

Each child has a different topic on a common subject discussed in the previous day's lesson. He must select the key word in the topic and then use reference books to find necessary information for his report. He may take notes and organize into outline form.

When several are ready, the children gather in a group to practice and help each other improve the quality of the reports.

Purpose: To use reading in a purposeful situation in connection with social studies.

Group III*—Beginning the Area of Wide Reading

Main Ideas

Mimeographed copies of well-constructed paragraphs distributed to each child. Teacher and children discuss and select the topical sentence in each section.

Purpose: To pick out the main ideas in paragraphs as a step in organization of ideas.

Main Ideas (Pupil-leader)

Twelve or fifteen pictures are put before the children. Each child has a paragraph which matches some one picture. He reads it silently and then to the group. He, or another member, must select the exact picture which goes with his material. Two pictures with somewhat similar content makes choice specific and concerned with main ideas.

Purpose: To pick out main ideas.

Library Reading

Individual leisure type reading. If two children want to share their books, they may do so.

Purpose: To give opportunity for recreational reading.

(Continued on page 22)

SAMPLE WORK PERIOD PLANS FOR A FOURTH GRADE

January (Reading Block for one day)

*Teacher-guided

(Continued from page 21)

Group I—Area of Rapid Progress

Oral Reading

Pupil-leader distributes story which has been cut into sections. Each child reads his part silently. Then, relay reading of the entire story is used.

Each child tells how he thought the story would be worked out when he read his isolated section silently earlier in the period.

Purpose: To develop interest and power in oral reading; to provide a true audience situation.

*Use of Index

Recall questions raised in previous social studies work where science texts were used with difficulty.

Discussion of form, topics, and punctuation of simple indexes, each child having a different science book.

Purpose: To increase children's ability to locate information.

Use of Index

Children work independently to apply information learned in previous section of the block. They make use of an index or take a test to show degree of skill in its use.

Purpose: To increase children's ability to locate information.

Group IV (Two boys)—Beginning the Area of Rapid Progress

Word-O game using words already introduced but not firmly fixed in their vocabulary.

A child from Group I is a visitor and reads the list of words for the game. Choice of another game from the collection of practice exercises available for use.

Purpose: To give practice on vocabulary.

Oral Reading

The two boys read to each other from a book describing familiar animal and bird tracks and how they can be identified in the snow.

The boys will tell about the material when the entire class gathers for social studies. They may illustrate the various tracks on poster paper to add to their report.

Purpose: To acquire information to contribute to social studies class.

*Basic Reading Lesson

Manual used as guide.

Purpose: To develop vocabulary; to note children's needs.

EXPLANATION OF SAMPLE WORK PERIOD PLANS FOR A SEVENTH GRADE

The range of differences in reading ability widens as the children mature. Therefore, in this group plan (on page 24) it is necessary to provide for five ability groups ranging from the area of rapid progress to the late area of refinement in reading habits, attitudes, and tastes. The pupils who are working in the area of rapid progress are often greatly over-age for the grade. Provision for these children within the range of their abilities gives them an opportunity to gain recognition in the group, a feeling of success, and a chance to make real progress.

In grade seven it is possible, for the most part, for children to carry on from day to day the plans which teacher and pupils have made together.

In this section the time allotments are uneven, depending upon the task for the day and the particular needs of the group.

It may be noted by following the asterisk on the chart that the teacher moves from group to group as the period progresses. At the beginning of the period she works with Group II, where a new skill is being taught. She then moves to Group III for an evaluation period, followed by the introduction of a new reference tool. After adequate presentation of the new tool under teacher direction, the children are left to practice by themselves and the teacher moves on to the evaluation period with Group V. Groups I and III have been combined for the purpose of giving particular instruction. Group IV has no teacher contact during this period; therefore, evaluation will come at the beginning of the next reading period.

The group plan provides a great variety of lessons determined by the needs of the pupils. These lessons include word-recognition practice, audience reading, teaching study skills, purposeful recreational reading, vocabulary drill, and chart making.

SAMPLE WORK PERIOD PLANS FOR A SEVENTH GRADE

One Day in January (Reading Block)

*Teacher-guided

Group III—Later Area of Refinement

Group I—Beginning Area of Refinement

Outlining

Finish a three-level outline of an article read in a magazine such as *Reader's Digest*, *Junior Scholastic*, or a current events paper started the day before.

Purpose: To give practice in organizing factual material using the three-level outline.

* Teacher and pupils evaluate the outline of the magazine article.

Introduction to the *Readers' Guide*

Show the *Readers' Guide*.

Explain its purpose and importance.

Become acquainted with its structure.

Use the *Readers' Guide* to find an article about a special subject in which the pupils are interested.

Purpose: To introduce a new reference tool.

Group IV—End of Area of Wide Reading

Under a pupil-leader, children read independently for enjoyment stories in connection with the social studies.

Purpose: To recommend to other members of the class sources of information concerning the period being studied in history.

Group II*—Beginning of Area of Wide Reading

Choosing Main Ideas

Select a factual-type story from the basic reader.

Children read selection paragraph by paragraph, discussing the central thought.

The statements of central thought may be recorded on a chart to use for purposes of recall later.

Purpose: To introduce the selection of main ideas.

Word Game (Pupil-leader)

Played like Bingo with cards bearing words taken from basic reader.

Purpose: To give practice in recognition of words in the basic vocabulary.

Group V—Area of Rapid Progress

Practice in Syllabication (about 20 min.)

This is a written exercise consisting of a list of two-syllable words taken from previous reading material. Pupil-leader distributes exercise paper and reads teacher-prepared directions.

Purpose: To give practice in following the general rule of syllabication for dividing words before one consonant or between two consonants.

Audience Reading (Pupil-leader)

Sharing information by reading to each other from reference material relating to a science problem.

Purpose: To provide a purposeful oral reading situation.

* Teacher and pupils check the syllabication exercise and evaluate the accomplishment of the audience reading period.

SILENT READING TESTS

Throughout the year at different times it will be necessary to give various kinds of informal tests at all periods of growth. Several of these will be described in subsequent bulletins in the field of language arts. From the area of rapid progress **AGAIN** through the area of refinement of attitudes, habits, and tastes, teachers should use **AND** informal group and individual tests to determine the extent of comprehension in **AGAIN** silent reading and occasionally to check rate of reading. Rate depends upon the purpose for which the reading is done and the type of material which is being read.

When selecting material for silent reading tests, the teacher should choose a section of a book which is on the instructional level for each specific group. Individual copies **THINK** should be provided for each child being tested. Questions must be prepared to **AND** check comprehension. Responses may be oral or written. If oral response is employed, the test must be individual. If written responses are utilized, well-organized **DO** objective type tests are to be preferred.

WORD ANALYSIS TEST

A word analysis test should be delayed until the child has acquired a sight vocabulary of at least fifty words. This is a written test. The teacher selects about fifteen words **THINK** for each of eight different purposes. All the words should be within the hearing **AND** and speaking vocabulary of the group but beyond their spelling ability. In making **SAY** up the lists, the teacher will include words to test initial sounds, initial blends, final sounds, final blends, common phonograms, and rhyming words. A list of phonetically constructed words at least two years beyond the spelling ability of the group will also be needed.

Each child is provided with a sheet of paper which has been divided into eight columns. The children number lines on their papers from 1 to 15. For Column 1 they write the first letter heard for each word which the teacher reads. For example, if the teacher reads the word *family*, the children should write the letter *f* beside No. 1.

In Column 2 the children write the first two letters heard. For instance, if the teacher reads the word *station*, the children should write *st* beside No. 1.

In the third column children write the last letter heard. If the teacher reads the word *baskets*, they should write the letter *s* beside No. 1.

In the fourth column the children write the last two letters heard. For example, if the teacher reads the word *flash*, the children should write the letters *sh*.

In Column 5 the children write the last three letters heard. If the teacher reads the word *drank*, the children should write *ank*.

In the sixth column the children write a word which rhymes with the word read by the teacher. If the teacher reads the word *sing*, the children may write *ring*, or *sting*, or *thing*.

Maive, Dept. of Education

In the seventh column the children write a word which begins in the same way as a word read by the teacher. The children may write *thick*, *thin*, or *thumb* in response to the teacher's dictation of the word *think*.

In the last column the children write from dictation fifteen words which are spelled phonetically but which are two years beyond their spelling ability.

At the end of the initial reading area children may be given the test of Column 1. Children in the rapid progress stage may be tested through Columns 1, 2, 3, 4, and 8. Children at other levels should have the entire test administered to them.

The findings of the tests will serve as guides for supplementary work in word analysis development. They also help diagnose spelling difficulties.

STANDARDIZED TESTS

The results of periodic standardized tests are valuable if kept "off the shelf" and used for the diagnosis of group and individual needs. The relation of the tests to the curriculum will largely determine the value of their use. In choosing standardized tests, **PENNY** great care should be taken to select those which fit the purpose. Teachers should **WISE** refer to some authoritative source of information which will furnish a critical analysis of the test being considered for purchase. Such guides as Buros' *Mental Measurements Yearbooks*⁵ (revised biennially) and Wood and Haefner's *Measuring and Guiding Individual Growth*⁶ will be valuable sources of reference.

Standardized and teacher-made tests cannot be expected to do everything. However, they do have a valuable contribution to make and are an essential part of the instructional material. When they are used, they should be carefully selected to do as **PICK** accurately as possible the particular job for which they are intended. *The cur-* **AND** *riculum should determine what kinds of tests are selected, and great care should* **CHOOSE** *be taken never to permit the tests to determine the curriculum.*

⁵ Oscar K. Buros, Editor, *The Third Mental Measurements Yearbook*. New Brunswick: Rutgers University Press, 1949.

⁶ Ben Wood and Ralph Haefner, *Measuring and Guiding Individual Growth*. New York: Silver Burdett Company, 1948.

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